I am a relational communication scholar primarily interested in the relationship between social interaction, relational bonds, and identity negotiation, specifically as this process pertains to Queer and Trans lived experience. I base my research off the premise that identity is communicative, fluid, and relationally situated within cultural contexts. Methodologically speaking, I am a critical interpretive scholar who focuses on using autoethnography and related methods and approaches. My overarching teaching philosophy includes my investment in embodying the act of vulnerability & my commitment to centering my communication courses with a relational approach.

Dissertation - An Autoethnographic Exploration of the Gender-Talk Process for Trans & Non-Binary Romantic Partners Who Were Assigned Female at Birth (Advisor: Keith Berry; Committee Members Aubrey Huber, Ambar Basu, & S. Crawley) - ABD as of December '22

K ey A complishments

- Top Student Paper A ward Interpersonal Division at the National Communication A sociation Conference (2022 - New Orleans, LA)
- Russell, M. (1st author) & Berry, K., (2024). Reconciling Difficult Classroom Conversations with Reflexivity, Dialogue, and Vulnerability. In Brewer, M.B., & Faulkner, S.L. (Eds.),

University of South Florida - Tampa, FL Department of Communication Teaching Assistantship, In-Person (Stand Alone Class) Writing Lives - COM 4710

January 2024 - May 2024 Spring Semester

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University of South Florida - Tampa, FL

Saint Louis University
Department of Communication
Teaching Assistantship, In-Person (Stand Alone Class)
Public Speaking - CMM 1200

January 2019 - May 2019 Spring Semester

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Public Speaking - CMM 1200

August 2018 - December 2018 Fall Semester

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Department of Communication
Teaching Assistantship, In-Person (Stand Alone Class)
Public Speaking - CMM 1200

August 2018 - December 2018 Fall Semester

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RESEARCH ENDEAVOURS

PUBLICATIONS

Russell, M. & Berry, K., (2024). Reconciling difficult classroom conversations with reflexivity, dialogue, and vulnerability. In Brewer, M.B., & Faulkner, S.L. (Eds.), Critical Interpersonal Communication Pedagogy: Charting New Futurities (1st ed.). Routledge. https://doi.org/10.4324/9781003381068

CONFERENCE PRESENTATIONS

Russell, M. (2022, November) Learning to love my (trans)self & you: The implications of

Top Student Paper A ward - Interpersonal Division at the National Communication
 A sociation Conference

Russell, M. (2022, A pril) The application of CTI to interrogate mentorship's implications for queer identity (Master's Thesis)

Russell, M. (2022, January) The one's left behind: An apology from an older sibling who left home at the International Symposium of Autoethnography and Narrative, Online

Russell, M. (2021, November) A letter to my past cis-self

R ussell, M. (2021, N ovember) The D amned and the dysphoric: N onbinary episodes of dysphoria/euphoria driven by a choice to deny hormonal treatment

Russell, M. & Armstrong, E. (2020, November). Exploring the need for social identity support between LGBTQ individuals and mentors

R ussell, M. (2020, January). Deserting the dichotomy: An analysis of nonbinary and nongendered experiences of self-expression in institutional spaces

Arts & Science Undergraduate Research Mentorship Program

University of Missouri - Columbia (awarded \$5,000) Russell, M. (2019, April). Considerations of les

Conference Reviewer Spring 2022

National Communication Association

Reviewer of three pieces for the GLBTQ+ Division

Conference Chair January 2021

International Association of Autoethnography and Narrative Inquiry Chaired for 5 panelists in a Communication Pedagogy session

Research Reviewer Fall 2020

Journal of Autoethnography

Case of the (Gay) ex: Confronting marital termination after coming out for the "Queer(ing) K inships: Using Autoethnography to Uncover the Realities of Heterosexism and Cissexism"

PROFESSIONAL ACTIVITIES

OnlineInst

Top Student Paper - Interpersonal Division